



4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Jacob K. Javits Gifted and Talented Students Education Program

AGENCY: Office of Elementary and Secondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2019 for the Jacob K. Javits Gifted and Talented Students Education (Javits) program, Catalog of Federal Domestic Assistance (CFDA) number 84.206A. This notice relates to the approved information collection under OMB control number 1894-0006.

DATES: Applications Available: [INSERT DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Transmittal of Applications: [INSERT DATE 30 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Intergovernmental Review: [INSERT DATE 90 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on February 13,

2019 (84 FR 3768) and available at
www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-
02206.pdf.

FOR FURTHER INFORMATION CONTACT: Jennifer Brianas, U.S.
Department of Education, 400 Maryland Avenue, SW., room
number 3E320, Washington, DC 20202-6200. Telephone: (202)
401-0299. Email: jennifer.brianas@ed.gov; or Sharon
Burton, U.S. Department of Education, 400 Maryland Avenue,
SW., room number 3E256, Washington, DC 20202-6200.
Telephone: (202) 453-6569. Email: sharon.burton@ed.gov.

If you use a telecommunications device for the deaf
(TDD) or a text telephone (TTY), call the Federal Relay
Service (FRS), toll free, at 1-800-877-8339.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The Javits program supports *evidence-*
*based*¹ research, demonstration projects, innovative
strategies, and similar activities designed to build and
enhance the ability of elementary schools and secondary

¹ For the convenience of applicants, the definitions of italicized terms
are provided in the Definitions section of this notice inviting
applications.

schools nationwide to identify *gifted and talented* students and meet their special educational needs.

Priorities: This competition includes three competitive preference priorities. Competitive Preference Priority 1 is from section 4644(f)(1)(B) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and Competitive Preference Priorities 2 and 3 are from the Secretary's Final Supplemental Priorities and Definitions for Discretionary Grant Programs published in the *Federal Register* on March 2, 2018 (83 FR 9096) (Supplemental Priorities).

Competitive Preference Priorities: For FY 2019 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i) we award up to an additional 13 points to an application, depending on how well the application meets these priorities.

These priorities are:

Priority 1 - Identification of, and Provision of Services to, Gifted and Talented Students (up to 5 points).

Projects designed to develop new information that assists schools in the identification of, and provision of services to, *gifted and talented* students (including

economically disadvantaged individuals, individuals who are *English learners*, and *children with disabilities*) who may not be identified and served through traditional assessment methods.

Priority 2 - Promoting Science, Technology, Engineering, or Math (STEM) Education, With a Particular Focus on Computer Science (up to 5 points).

Projects designed to improve student achievement or other educational outcomes in *computer science*. These projects must be designed to expand access to and participation in rigorous *computer science* coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies, children or students with disabilities, or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

Priority 3 - Promoting Effective Instruction in Classrooms and Schools (up to 3 points).

Projects that are designed to promote innovative strategies to increase the number of students who have access to effective educators in one or both of the following:

(a) Schools that are located in communities served by *rural local educational agencies*.

(b) *High-poverty schools*.

Note: Examples of innovative strategies to increase the number of students who have access to effective educators may include, but are not limited to, universal screening of all students in one or more grade levels; assessment instruments that are culturally sensitive and account for language differences; preparation programs that are designed to enhance knowledge and academic skills; and identification committees that include representatives from various roles, responsibilities, and cultural backgrounds.

Application Requirements: These application requirements are from section 4644 of the ESEA (20 U.S.C. 7294). For FY 2019, and any subsequent year in which we make awards from the list of unfunded applications from this competition, the following application requirements apply:

Each application must describe how--

(1) The proposed identification methods, as well as *gifted and talented* services, materials, and methods, can be adapted, if appropriate, for use by all students;

(2) The proposed programs can be evaluated;

(3) The proposed project will, where appropriate, provide for the equitable participation of students and

teachers in private nonprofit elementary schools and secondary schools, including the participation of teachers and other personnel in professional development programs serving such students;

(4) The proposed project will use funds to carry out one or more of the following activities:

(a) Conducting *evidence-based* research on methods and techniques for identifying and teaching *gifted and talented* students and for using *gifted and talented* programs and methods to identify and provide the opportunity for all students to be served, particularly low-income and at-risk students;

(b) Establishing and operating programs and projects for identifying and serving *gifted and talented* students, including innovative methods and strategies (such as summer programs, mentoring programs, peer tutoring programs, service learning programs, and cooperative learning programs involving business, industry, and education) for identifying and educating students who may not be served by traditional *gifted and talented* programs;

(c) Providing technical assistance and disseminating information, which may include how *gifted and talented* programs and methods may be adapted for use by all students, particularly low-income and at-risk students; or

(d) Training of personnel in the identification and education of *gifted and talented* students and in the use, where appropriate, of *gifted and talented* services, materials, and methods for all students.

Definitions: The definitions listed below are from section 8101 of the ESEA, 34 CFR 77.1, and the Supplemental Priorities. These definitions apply to the FY 2019 Javits grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition.

Child with a disability, as defined in section 602 of the Individuals with Disabilities Education Act (IDEA), means--

(a) A child--

(i) With intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in the IDEA as "emotional disturbance"), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

(ii) Who, by reason thereof, needs special education and related services.

(b) The term "child with a disability," for a child aged three through nine (or any subset of that age range, including ages three through five), may, at the discretion of the State and the local educational agency, include a child--

(i) Experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and

(ii) Who, by reason thereof, needs special education and related services.

Computer science means the study of computers and algorithmic processes and includes the study of computing principles and theories, computational thinking, computer hardware, software design, coding, analytics, and computer applications.

Computer science often includes computer programming or coding as a tool to create software, including applications, games, websites, and tools to manage or manipulate data; or development and management of computer hardware and the other electronics related to sharing, securing, and using digital information.

In addition to coding, the expanding field of computer science emphasizes computational thinking and interdisciplinary problem-solving to equip students with the skills and abilities necessary to apply computation in our digital world.

Computer science does not include using a computer for everyday activities, such as browsing the internet; use of tools like word processing, spreadsheets, or presentation software; or using computers in the study and exploration of unrelated subjects.

English learner means an individual--

- (a) Who is aged 3 through 21;
- (b) Who is enrolled or preparing to enroll in an elementary school or secondary school;
- (c) (1) Who was not born in the United States or whose native language is a language other than English;
- (2) (i) Who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- (ii) Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (3) Who is migratory, whose native language is a language other than English, and who comes from an

environment where a language other than English is dominant; and

(d) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual--

(1) The ability to meet the challenging State academic standards;

(2) The ability to successfully achieve in classrooms where the language of instruction is English; or

(3) The opportunity to participate fully in society.

Evidence-based, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on--

(a) Strong evidence from at least one well designed and well-implemented experimental study;

(b) Moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or

(c) Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.

Experimental study means a study that is designed to compare outcomes between two groups of individuals (such as

students) that are otherwise equivalent except for their assignment to either a treatment group receiving a *project component* or a control group that does not. Randomized controlled trials, regression discontinuity design studies, and single-case design studies are the specific types of *experimental studies* that, depending on their design and implementation (e.g., sample attrition in randomized controlled trials and regression discontinuity design studies), can meet What Works Clearinghouse (WWC) standards without reservations as described in the *What Works Clearinghouse Handbook (WWC Handbook)*:

(i) A randomized controlled trial employs random assignment of, for example, students, teachers, classrooms, or schools to receive the *project component* being evaluated (the treatment group) or not to receive the *project component* (the control group).

(ii) A regression discontinuity design study assigns the *project component* being evaluated using a measured variable (e.g., assigning students reading below a cutoff score to tutoring or developmental education classes) and controls for that variable in the analysis of outcomes.

(iii) A single-case design study uses observations of a single case (e.g., a student eligible for a behavioral intervention) over time in the absence and presence of a

controlled treatment manipulation to determine whether the outcome is systematically related to the treatment.

Gifted and talented, when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

High-poverty school means a school in which at least 50 percent of students are from low-income families as determined using one of the measures of poverty specified under section 1113(a)(5) of the ESEA. For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-poverty school under this definition is determined on the basis of the most currently available data.

Moderate evidence means that there is evidence of effectiveness of a key *project component* in improving a *relevant outcome* for a sample that overlaps with the populations or settings proposed to receive that component, based on a relevant finding from one of the following:

(i) A practice guide prepared by the WWC using version 2.1 or 3.0 of the *WWC Handbook* reporting a “strong

evidence base" or "moderate evidence base" for the corresponding practice guide recommendation;

(ii) An intervention report prepared by the WWC using version 2.1 or 3.0 of the *WWC Handbook* reporting a "positive effect" or "potentially positive effect" on a *relevant outcome* based on a "medium to large" extent of evidence, with no reporting of a "negative effect" or "potentially negative effect" on a *relevant outcome*; or

(iii) A single *experimental study* or *quasi-experimental design study* reviewed and reported by the WWC using version 2.1 or 3.0 of the *WWC Handbook*, or otherwise assessed by the Department using version 3.0 of the *WWC Handbook*, as appropriate, and that--

(A) Meets WWC standards with or without reservations;

(B) Includes at least one statistically significant and positive (i.e., favorable) effect on a *relevant outcome*;

(C) Includes no overriding statistically significant and negative effects on *relevant outcomes* reported in the study or in a corresponding WWC intervention report prepared under version 2.1 or 3.0 of the *WWC Handbook*; and

(D) Is based on a sample from more than one site (e.g., State, county, city, school district, or postsecondary campus) and includes at least 350 students or

other individuals across sites. Multiple studies of the same *project component* that each meet requirements in paragraphs (iii) (A), (B), and (C) of this definition may together satisfy this requirement.

Project component means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual *project component* or to a combination of *project components* (e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers).

Promising evidence means that there is evidence of the effectiveness of a key *project component* in improving a *relevant outcome*, based on a relevant finding from one of the following:

- (i) A practice guide prepared by WWC reporting a “*strong evidence base*” or “*moderate evidence base*” for the corresponding practice guide recommendation;

- (ii) An intervention report prepared by the WWC reporting a “*positive effect*” or “*potentially positive effect*” on a *relevant outcome* with no reporting of a “*negative effect*” or “*potentially negative effect*” on a *relevant outcome*; or

(iii) A single study assessed by the Department, as appropriate, that—

(A) Is an *experimental study*, a *quasi-experimental design study*, or a well-designed and well-implemented correlational study with statistical controls for selection bias (e.g., a study using regression methods to account for differences between a treatment group and a comparison group); and

(B) Includes at least one statistically significant and positive (i.e., favorable) effect on a *relevant outcome*.

Quasi-experimental design study means a study using a design that attempts to approximate an *experimental study* by identifying a comparison group that is similar to the treatment group in important respects. This type of study, depending on design and implementation (e.g., establishment of baseline equivalence of the groups being compared), can meet WWC standards with reservations, but cannot meet WWC standards without reservations, as described in the *WWC Handbook*.

Relevant outcome means the student outcome(s) or other outcome(s) the key *project component* is designed to improve, consistent with the specific goals of the program.

Rural local educational agency means a local educational agency that is eligible under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program authorized under Title V, Part B of the ESEA. Eligible applicants may determine whether a particular district is eligible for these programs by referring to information on the Department's website at www2.ed.gov/nclb/freedom/local/reap.html.

Strong evidence means that there is evidence of the effectiveness of a key *project component* in improving a *relevant outcome* for a sample that overlaps with the populations and settings proposed to receive that component, based on a relevant finding from one of the following:

(i) A practice guide prepared by the WWC using version 2.1 or 3.0 of the *WWC Handbook* reporting a "strong evidence base" for the corresponding practice guide recommendation;

(ii) An intervention report prepared by the WWC using version 2.1 or 3.0 of the *WWC Handbook* reporting a "positive effect" on a *relevant outcome* based on a "medium to large" extent of evidence, with no reporting of a "negative effect" or "potentially negative effect" on a *relevant outcome*; or

(iii) A single *experimental study* reviewed and reported by the WWC using version 2.1 or 3.0 of the *WWC Handbook*, or otherwise assessed by the Department using version 3.0 of the *WWC Handbook*, as appropriate, and that—

(A) Meets WWC standards without reservations;

(B) Includes at least one statistically significant and positive (i.e., favorable) effect on a *relevant outcome*;

(C) Includes no overriding statistically significant and negative effects on *relevant outcomes* reported in the study or in a corresponding WWC intervention report prepared under version 2.1 or 3.0 of the *WWC Handbook*; and

(D) Is based on a sample from more than one site (e.g., State, county, city, school district, or postsecondary campus) and includes at least 350 students or other individuals across sites. Multiple studies of the same *project component* that each meet requirements in paragraphs (iii)(A), (B), and (C) of this definition may together satisfy this requirement.

What Works Clearinghouse Handbook (WWC Handbook) means the standards and procedures set forth in the WWC Procedures and Standards Handbook, Version 3.0 or Version 2.1 (incorporated by reference, see 34 CFR 77.2). Study findings eligible for review under WWC standards can meet

WWC standards without reservations, meet WWC standards with reservations, or not meet WWC standards. WWC practice guides and intervention reports include findings from systematic reviews of evidence as described in the Handbook documentation.

Program Authority: Section 4644 of the ESEA (20 U.S.C. 7294).

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended in 2 CFR part 3474. (d) The regulations in 34 CFR part 299. (e) The Supplemental Priorities.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian Tribes. The regulations in 34 CFR part 86 apply to institutions of higher education (IHEs) only.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: \$4,700,000.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in subsequent years from the list of unfunded applications from this competition.

Estimated Range of Awards: \$450,000 to \$600,000.

Estimated Average Size of Awards: \$500,000.

Estimated Number of Awards: 8 - 11.

Note: The Department is not bound by any estimates in this notice.

Project Period: 60 months.

III. Eligibility Information

1. Eligible Applicants: State educational agencies; local educational agencies; the Bureau of Indian Education; IHEs; other public agencies; and other private agencies and organizations.

2. Cost Sharing or Matching: This program does not require cost sharing or matching.

IV. Application and Submission Information

1. Application Submission Instructions: Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on February 13, 2019 (84 FR 3768) and available at

www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf, which contain requirements and information on how to submit an application.

2. Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this competition.

3. Funding Restrictions: We reference regulations outlining funding restrictions in the Applicable Regulations section of this notice.

4. Recommended Page Limit: The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend you (1) limit the application narrative to no more than 35 pages and (2) use the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures and graphs

- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).

- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the one-page abstract, resumes, bibliography, or letters of support. However, the recommended page limit does apply to all of the application narrative section.

V. Application Review Information

1. Selection Criteria: The selection criteria for this competition are from 34 CFR 75.210. The maximum possible score for addressing all selection criteria is 100 points. The maximum possible score for addressing each criterion is indicated in parentheses. The selection criteria for this competition are as follows:

(a) Quality of the Project Design (30 points).

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers--

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;

(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs;

(3) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements;

(4) The extent to which the proposed project is supported by *promising evidence*; and

(5) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

(b) Quality of Project Personnel (25 points).

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors--

(1) The qualifications, including relevant training and experience, of the project director or principal investigator; and

(2) The qualifications, including relevant training and experience, of key project personnel.

(c) Quality of the Management Plan (15 points).

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors--

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks; and

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(d) Quality of Project Services (30 points).

The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or

disability. In addition, the Secretary considers the likely impact of the services to be provided by the proposed project on the intended recipients of those services.

2. Review and Selection Process: We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary requires various assurances, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

3. Risk Assessment and Specific Conditions: Consistent with 2 CFR 200.205, before awarding grants under this program the Department conducts a review of the risks posed by applicants. Under 2 CFR 3474.10, the Secretary

may impose specific conditions and, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

4. Integrity and Performance System: If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently \$250,000), under 2 CFR 200.205(a)(2) we must make a judgment about your integrity, business ethics, and record of performance under Federal awards--that is, the risk posed by you as an applicant--before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through the System for Award Management. You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

Please note that, if the total value of your currently active grants, cooperative agreements, and procurement

contracts from the Federal Government exceeds \$10,000,000, the reporting requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to FAPIIS semiannually. Please review the requirements in 2 CFR part 200, Appendix XII, if this grant plus all the other Federal funds you receive exceed \$10,000,000.

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your

approved application as part of your binding commitments under the grant.

3. Open Licensing Requirements: Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works. Additionally, a grantee or subgrantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. This dissemination plan can be developed and submitted after your application has been reviewed and selected for funding. For additional information on the open licensing requirements please refer to 2 CFR 3474.20(c).

4. Reporting: (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive

funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report (APR) that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

(c) Under 34 CFR 75.250(b), the Secretary may provide a grantee with additional funding for data collection analysis and reporting. In this case the Secretary establishes a data collection period.

5. Performance Measures: Pursuant to the Government Performance and Results Act of 1993, the Department has developed the following measures for assessing progress toward achieving the purposes of this program:

(1) The number of students newly identified as *gifted and talented* under the program;

(2) The percentage of students newly identified as *gifted and talented* under the program who were served under the program;

(3) Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in mathematics;

(4) Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in science; and

(5) The number of teachers and other educators who received services that enable them to better identify and improve instruction for gifted and talented students.

Note: For performance measure #5, the Department is particularly interested in evidence, such as may be obtained through surveys of teachers and other educators, that the services provided are of high quality and contribute to improved efforts to both identify and improve outcomes for gifted and talented students.

All grantees must submit APRs that include data addressing these performance measures to the extent that they apply to the grantee's project. Performance targets must be established by each grantee for each year of the five-year performance period.

6. Continuation Awards: In making a continuation award under 34 CFR 75.253, the Secretary considers, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Secretary has established performance measurement requirements, the performance targets in the grantee's approved application.

In making a continuation award, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or compact disc) on request to the program contact person listed under FOR FURTHER INFORMATION CONTACT.

Electronic Access to This Document: The official version of this document is the document published in the *Federal Register*. You may access the official edition of the *Federal Register* and the Code of Federal Regulations at www.govinfo.gov. At this site you can view this document, as well as all other documents of this Department published in the *Federal Register*, in text or Portable Document Format (PDF). To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the *Federal Register* by using the article search feature at: www.federalregister.gov. Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Frank T. Brogan,
*Assistant Secretary for Elementary
and Secondary Education.*

[FR Doc. 2019-09057 Filed: 5/2/2019 8:45 am; Publication Date: 5/3/2019]